CMS Lesson Plan

Teacher: Clary, Grimes and King Lesson Date: 9-22/23-15

Subject: 8th Georgia Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS8H3:  Analyze the role of Georgia in the American Revolution.**   1. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (i.e., Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence. 2. Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah. | *Monday Schedule*  **Opening-Introduction Question**  **Lesson part 1-Brain Pop on American Revolution; students write 3 facts.**  **Notes on American Revolution**  **Activity 1-Students will complete choice task on American Revolution. They will also complete vocabulary about the following:** Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek  **Closing-Essential Questions (students complete all)**  **EQ:**  **EU/EQ- CONFLICT AND CHANGE: When there is conflict between or within societies, change is the result.**   * What were the causes, both immediate and long term of the American Revolution against England? (H3a) * What role did Georgia play in the American Revolution? (H3b)   **EU/EQ- Individuals, Groups, and Institutions: The student will understand that the actions of individuals groups, and/or institutions affect society through intended and unintended consequences.**   * What persons /groups/events were significant to the development of the new government of the U.S. of America and of Georgia and how? (H3b, H4b)   **EU/EQ-Governance: As a society increases in complexity and interacts with other societies, the complexity of the government also increases.**   * How did past experience of the patriots with England’s monarchy influence their decisions regarding a new form of government? (H3a, H4a,b)   Vocabulary:   * American Revolution * French and Indian War (i.e., Seven Years War) * Proclamation of 1763 * Stamp Act * Intolerable Acts * Declaration of Independence * Loyalists * Patriots * Tories * Whigs * popular sovereignty * tariffs/duties * boycott * Elijah Clarke * Austin Dabney * Nancy Hart * Button Gwinnett * Lyman Hall * George Walton * Battle of Kettle Creek * siege of Savannah |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:**  EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.  EU/EQ- DISTRIBUTION OF POWER: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary value and beliefs  EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.  EU/EQ- GOVERNANCE: The student will understand that as society increases in complexity and interacts with other societies, the complexity of the government also increases. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| min | **Get started/Drill/Do Now:**  *Students will work on a warm up consisting of the following:*  *Brain Pop review and notes* | **Summarize (quick write)** |
| min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Students will draw a picture of, list 3 words or write a paragraph explaining what “Revolution” means. | **Students will think/pair/share as well as discuss their creations.** |
| min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  *Students will work independently or in groups to complete a guided reading activity on the American Revolution.* | **Complete stations** |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  *Students will review first American Revolution and its impacts, causes and effects. Students will engage in a PowerPoint discussion and small group choice task.*  *Vocabulary Review.* | **Complete foldable and review** |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will answer 5 questions (DOK levels 1-3) on the American Revolution  Students will also define key individuals in the American Revolution. They will chose 4 and create an American Revolution collage which lists the importance of each person. | **Summary** |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Students will complete the essential questions and DLIQ | **Thumbs up/down; essential questions, think/pair/share, close reading; quizzes.** |
| min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **Complete essential questions** | **Complete essential questions** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Students who are in need of assistance with ask teacher or work with teacher in group and/or will be given alternative reading materials and alternative assessments. | **Students will complete choice activities and summarize** |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*Construction paper, Essential Questions, Coach book, Textbook, Interactive Notebook |
| **Notes:**  Students will be grouped based on assessments (formative) and choice of activity |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |